



Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

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DEAR EDITOR,—The *Journal of Education* devotes much attention to the work of Prof. Stanley Hall, and contains monthly a syllabus for child study, the special subject this month being "Toys and Playthings." There are also articles on a "Laboratory for Child Study," by Mary Louch, which are most suggestive. In advocating the systematic observation of children, she points out that the work is—firstly, directly for the good of the observer (especially if the observer be a teacher or parent); "It regenerates teachers and keeps them young and growing." Secondly, the work is indirectly for the good of children; and it is, thirdly, incidentally for the good of Science. "Parents who keep a continuous, systematic record of the physical and mental development of a child make a valuable contribution to science, besides gaining their reward of entering into closer sympathy with their child, through their deeper knowledge." I notice also appreciative reviews of Miss Edith A. Barnett's book on "The Training of Girls for Work," and of Miss Soulsby's "Stray Thoughts for Girls," addressed to the girls at the Oxford High School.

The new code introduced by Mr. Acland meets with general approval. It is hoped that the system of paying teachers by the result of an annual set examination will reduce the evils of over-pressure and cramming, which are at present so rife, and the greater latitude allowed in the subjects that may be taught, such as gardening, manual occupation, natural history (by means of visits to museums in school hours), and the like, will arouse the interest of the children in their school work, and increase their intelligence. In this connection it is interesting to note that footballs, skipping ropes, and other adjuncts to suitable games may now be provided by the schools out of public funds. The *Pall Mall Gazette* of March 27th, in approving of the advances made by Mr. Acland and his predecessor, and Sir George Kekewich, insists that their full benefit will be lost unless provision be made to restrict the length of time to be spent in school to five hours daily.

Harper's discusses recent improvements in American Public Elementary Schools, which the writer considers to be especially noticed in the discipline, the buildings, and in the better acquaintance of the teachers with the science of teaching.

Macmillan's has a fascinating article on "When we were boys," and an interesting account of a village school in Somersetshire.

In the *Atlantic Monthly* J. J. Greenough, writing on the "Basis of our Educational System," says that this must be, as in the past, classics, but that our method of teaching must be improved so as to bring out more forcibly their value for training the reasoning powers, and yet save time by discarding much useless lore that was formerly taught.

I notice very favourable reviews in the *Literary World* and other papers of the Rev. H. C. Beeching's, "Lyra Sacra," says the *Church Family Newspaper*. In the *Woman's World* for April, an account of one of the most active supporters of P.N.E.U. work in Liverpool.

PATER JUNIOR.

THE "P.R." LETTER BAG.

[The Editor is not responsible for the opinions of Correspondents.]

DEAR EDITOR,—The reviewer of *Ivar the Viking* seems to me to somewhat misunderstand the present state of the Aryan question. He says that it was a little sad, . . . to be taught that we were not Aryans at all. That we *are* Aryans is, I believe, uncontroverted. The point at issue between Professor Max Müller and the whole, or very nearly the whole body of modern scholars, is, as to the dwelling place of our Aryan ancestors before their separation. Professor Max Müller's verdict in 1887 was similar, to that which he gave forty years earlier. "Somewhere in Asia." To other scholars, the view that the origin of the Aryan race must be sought in the West rather than in the East, seems the more probable. The further question, as to which of the four chief neolithic races the primitive Aryans must be identified with, remains an open one.

G. R.

[The reviewer cries *peccavi*! but the object was not to indicate the state of current knowledge on the subject. The allusion was a playful one to a theory promulgated some years ago, which was *not* found tenable. It is a great satisfaction that no misguiding statement or theory is allowed to pass unquestioned by the very intelligent readers of the parents of the Parents' Review—Ed.]

DEAR EDITOR.—We know you would like to hear about our Natural History Club, which has recently been started at Newbliss, under very promising circumstances. At present it consists of a President, Mrs. Fitz John Irwin, to whose kindness and practical interest the Club owes most of its privileges, a Vice-President, and six energetic and thoroughly interested members, with promise of more. For our motto we have chosen Shakespeare's well known lines "Tongues in trees, books in running brooks, sermons in stones, and good in everything." Our aims are three-fold. (1). To have an intelligent knowledge of the flora, fauna, and physical features of our neighbourhoods, in short "a regional survey." (2). To have social meetings once a month, in which specimens are talked over, Natural History Diaries compared, and work for the ensuing month suggested. (3). To help our members recognise in the Creator of all the wonders and beauties of nature, the same Heavenly Father "Who knoweth what we have need of before we ask."

A former H. E. Student.

Our readers will be interested to hear further of our Japanese friend Madame Tel Sono.

MADAME TEL SONO'S WORK IN JAPAN.

"A pretty Japanese house with the panels thrown as wide as possible and the sunshine pouring full down on a vivacious lady in a black and grey gown, and on her little maid in brilliant blue and white, kneeling by her side, that was my first impression of quite one of the most interesting women I have met on my way round the world, Madame Tel Sono, the only woman lawyer who ever practised in Japan, the first woman reformer. "Come in," she said as we pulled off our shoes, and jumping up on the ledge of the room followed her inside. "I give you a real Japanese welcome," shaking hands warmly "I can't tell you how glad I am to see you. Oh, it makes me feel quite home sick; I think of my dear, dear friends in England." Then we squatted on the silken cushions, and she talked of her experiences in England, and of the kindness she had received there and the help in her work. Her face lighted up and grew beautiful with the rare quality of gratitude, kindness remembered. She led the way across the garden. The school adjoining the house, though only a framework, was growing very quickly. It was composed of thin spars of wood filled in with clay. The schoolrooms are downstairs with the secretary's office. Upstairs are the bedrooms in which the girls are to sleep, Japanese fashion, on the floor on mats. "I mean to give my girls a good education, and to teach them to keep house, but I do not mean to teach them to give up their Japanese ways," said Madame Sono. She seemed to be full of interest in her work, spoke of her plans for the future, and day by day was watching the growing of her school before her eyes thinking always of the welfare of the girls who were to be her charge, 'The school is so near my house,' she said, 'I can go right along by the varandah. I mean to look after these girls as if they were my own children. I shall be always near them, and will have them always under my own eyes.' We had the pleasure that afternoon of meeting Madame Sono's daughter, a doctor's wife. 'Good luck to you, brave little woman of Japan,' I thought as we passed through the outer gate, and saw her smiling us a farewell. She was as it were enshrined in the gaunt framework of her school, a huge tribute to the energy and determination of this woman of a nation among whom all women have a peculiar interest and charm." (*Extract from Letter.*)

F. MARIE IMANDT.

By kind permission of Mrs. Franklin, Aunt Mai will be at home on Tuesday, May 7th, 3.30 to 6., to any or all of her nieces and nephews and their mothers, who are cordially invited to be present.

Will M. F. T. kindly send her address to the Secretary, House of Education, Ambleside?

THE PARENTS' REVIEW

A MONTHLY MAGAZINE
OF HOME-TRAINING AND CULTURE.

"Education is an atmosphere, a discipline, a life."

HOW TO TEACH THE BIBLE TO OUR CHILDREN.

BY THE REV. HENRY SEELEY.

No. IV.

"He had early learn'd
To reverence the volume which displays
The mystery—the life which cannot die."

THROUGHOUT these papers a different mode, in the main, has been demanded for the teaching of the Bible to the young, from that adopted in any other literary teaching; for the reason that the Bible is not a book among books, for though of necessity it must be taught with other books, yet it stands in a unique position of its own. I am not thinking specially now of its sacredness, but of the fact, practically speaking, that there is no other book that we desire to deal with in the way in which, by common consent, we wish to deal with the Bible. Name any subject of general instruction you please, *e.g.*, history. You choose the best book you can for the period you are teaching upon. But it is not that you may teach this, that, or the other historian, but history, to the teaching of which subject the historian's book is merely a contribution, a book among books. In other things we teach subjects; in these papers the thing we are considering is not the teaching of a subject, but the teaching of the Bible. I need not further enlarge upon this point, except, perhaps, this may well

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